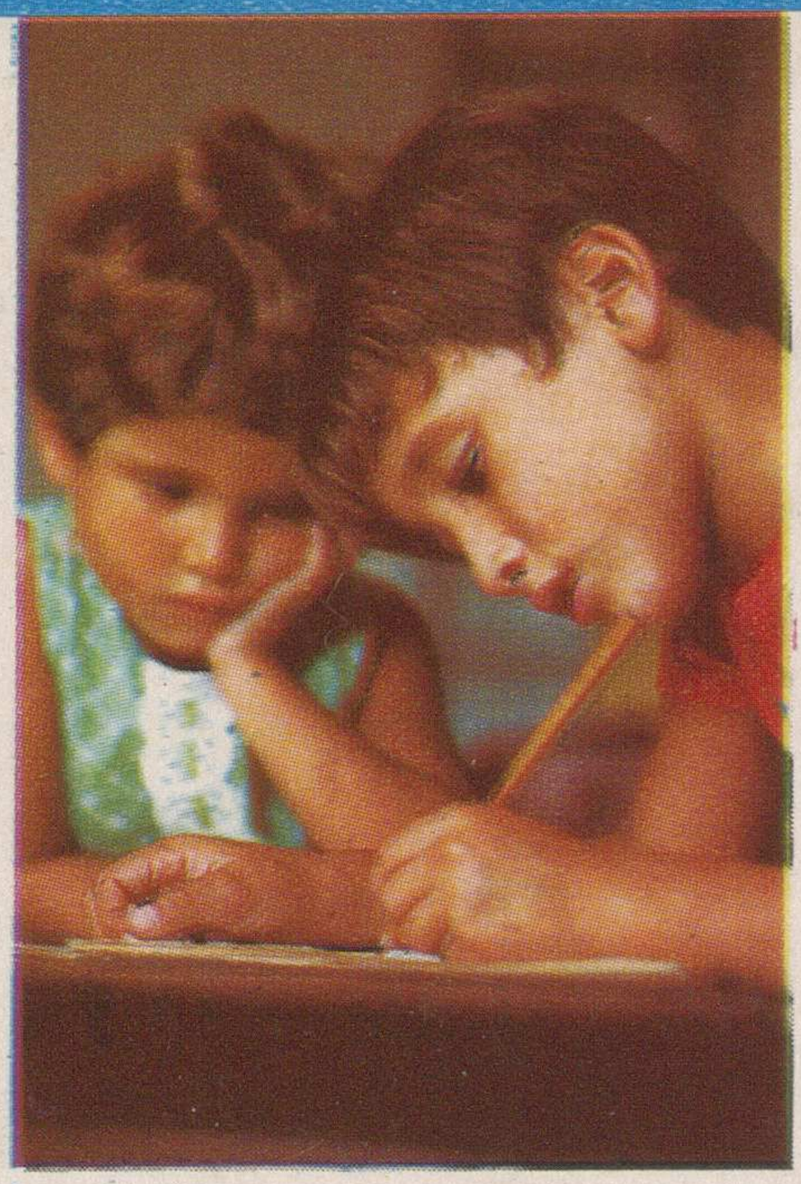
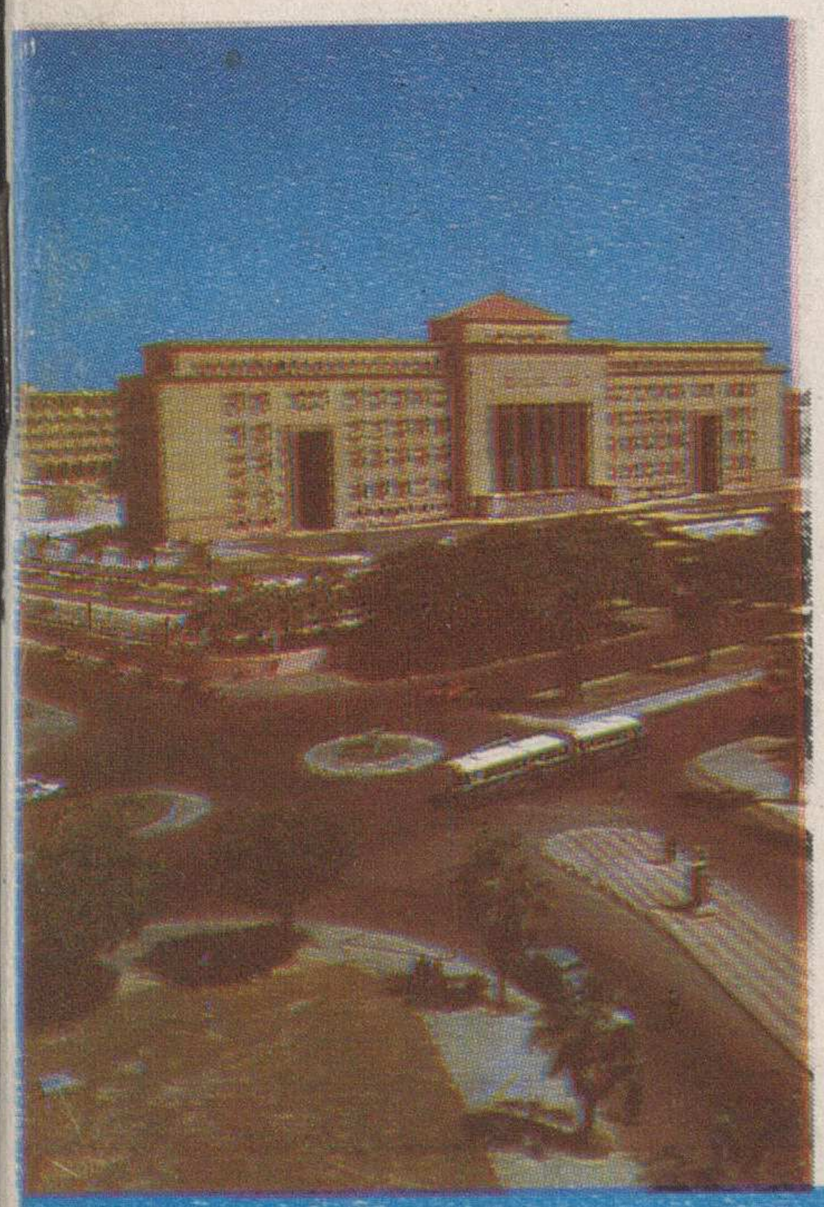
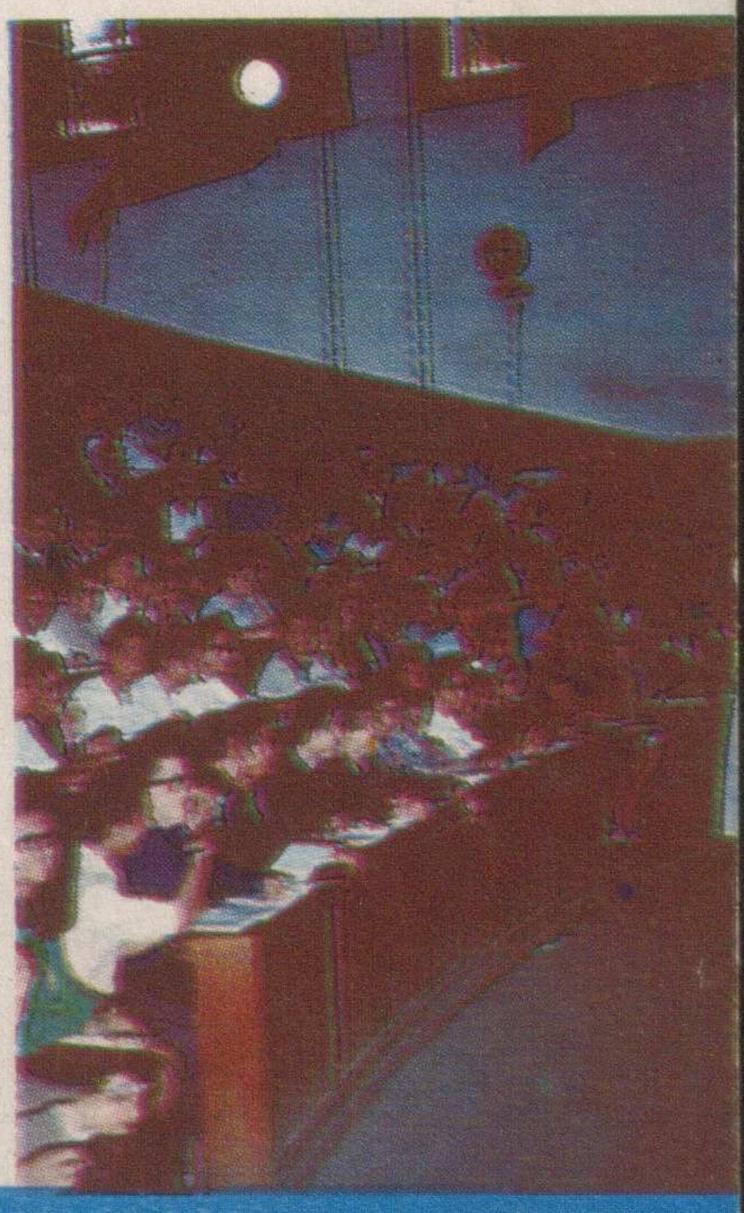


EDUCATION





THE EDUCATION SYSTEM IN EGYPT

The educational system in Egypt bears the fundamental responsibility of preparing the manpower in our society which transforms the life of our society and undertakes constructive activities in the different sectors of production and services in a serious attempt to reach the stage of «The State of science and faith».

The task of education in Egypt is carried out by the following institutions :

- The Ministry of Education.
- The Ministry of Higher Education.
- Universities.
- Al-Azhar.

The stages of education can be divided into :

- Primary stage (6 years).
- General preparatory stage (3 years).
- Secondary stage (3 years).
  - General.
  - Technical.
  - Industrial.
  - Agricultural.
  - Commercial.

- Teachers' Colleges (5 years).
- University Faculties (4-5 years).
- Higher Institutes (4-5 years).

Besides, there is a great number of schools, institutes and vocational training centres attached to Ministries or other institutions. They aim at training the necessary manpower for their work requirements of skilled personnel.

FEATURES OF THE EDUCATIONAL PLAN

The July 23, 1952 Revolution was a turning point in our society and the revival of a new life in which hopes of building a new socialist society based on sufficiency and justice flourished. In this society education is the natural prelude to the success of any political, social or economic system.

Convinced of this concept, the State undertook a serious scientific study of the new educational plan in order to spread education on the largest scale and to raise the standard of its efficiency on the following bases :

— Expansion in educational services to reach all the citizens in the best possible conditions each according to his talent and capacity.

— Raising the efficiency of educational services by developing school programmes and teaching methods, improving the standard of teachers and providing the necessary buildings, equipment and books.

— Relating education to the economic and social development plan to assist in preparing the necessary number of skilled manpower and technicians required at various levels in production and services to meet the requirements of the modern state.

— Giving considerable attention to religious and national education until education becomes the fundamental instrument of raising sound citizens.

STAGES OF GENERAL EDUCATION

— Primary Stage.
— General Preparatory Stage.
— Secondary Stage, (General and Technical).
— Teachers' Colleges.

Primary Stage :

The State provides primary education for all children at the age of six to guarantee the eradication of illiteracy on the one hand and to start a new generation basing its life on organised science and knowledge, on the other. Great attention was given to primary education because it is the broad base of education which helps to form the child's character and establishes in him the intellectual basis necessary for more advanced education.

Primary stage curricula have also been developed. Stress was laid on modern scientific facts, their gradual development and suitability to the age of the students. The curriculum was prepared according to sound educational trends, as well as the requirements of social, economic, political and intellectual life.

At the end of this stage, promoted students are given a certificate of completion of the primary compulsory stage.

General Preparatory Stage :

Admission to this stage is for students who received their Primary Education Certificate. In future the pre-

paratory stage shall be joined to the primary stage of education in one compulsory stage of nine years of study.

During this stage the aims of religious, cultural and behaviourial education are embodied in the curriculum. In 1971-1972 a unified curriculum for the member-States of the Confederation of Arab Republics was worked out.

This is considered a preparatory stage for secondary education, in both general and technical fields as well as Teachers' Colleges. A certificate is also granted at the end of this educational stage.

Secondary Education :

After obtaining the certificate of preparatory studies, secondary stage students are prepared to pursue their higher and university studies.

The secondary education plan is based on the following principles :

— The admission of students in the general secondary stage according to the requirements of higher and university education.
— Co-ordinating the admission in the general and technical secondary education stages.
— Raising efficiency in the secondary stage.
— Administering educational utilities in a modern and scientific method.

a) **General Secondary Education :**

It entitles the student to complete his study at the universities and higher institutes.

In the first year a general course is taught to all students then the studies branch into two main divisions : the Science and Literary Sections for the two following years.

b) Industrial Education :

The State started a new project to relate industrial education to the requirements of the development plan thus creating different study specialisations. These schools undertake the preparation of the «skilled labourer» level. Some industrial schools prepare the « technician » level, after five years of study. At the end of this stage of education, students are given a diploma that enables them to work in industrial fields. The more brilliant and distinguished students can continue their studies at the higher industrial institutes.

c) Agricultural Education :

It prepares the student to work in medium agricultural jobs or in the projects of horizontal and vertical agricultural expansion. Great care is given to cultural subjects to raise the cultural and vocational standard of the students of this stage while new courses were introduced along with new methods in modern co-operative agriculture.

The diploma obtained after five years of study entitles the students to work in agricultural domains or to pursue their studies in higher agricultural institutes.

d) Commercial Education :

It qualifies the graduates to work in medium clerical levels and commercial business. However it was recently decided to create new branches of specialisation in that field. This will provide more specialised personnel for sales, storage, secretariat and insurance affairs needed to meet the requirements of the internal trade sector.

Students who graduate from this stage are given commercial secondary certificates that entitle outstanding students to continue at higher commercial institutes.

Teachers' Colleges :

These colleges follow the general preparatory stage. After five years of study graduates are qualified to teach primary classes.

Annexed to these colleges are several experimental primary schools in which the students may put modern methods of education into practice.

The study procedure in this stage is based on the following conditions :

— Admission is based on the requirements by each governorate of primary teachers.

— The study is general in the first three forms, then branches into more specialised studies in the fifth and sixth classes.

— Besides their major field of study, students are taught cultural subjects equivalent to the level of study in the general secondary certificate.

— The curriculum and educational plans in these colleges are constantly developed to cope with the latest modern methods of education and in accordance with the requirements of the growing number of students in the primary stage.

POST-REVOLUTION EDUCATIONAL ACHIEVEMENTS

The tremendous efforts achieved in that field will be clearly demonstrated in the following table indicating the great increase in the total number of classes and students in the different stages of education in 1971-1972 compared to 1952-1953.

STAGE	1952/53	1971/72	1952/53	1971/72
	Number of Classes		Number of Students	
Primary	39,905	95.035	1,540,202	3,878,017
General Preparatory (1953/1954)	9,571	23,133	348,573	925,227
General Secondary	4,971	8,132	181,789	312,462
Technical Secondary	1,267	8,502	33,366	289,812
Teachers Colleges	654	782	20,140	27,247
Total	56,368	135,584	2,124,071	5,432,765

ERADICATION OF ILLITERACY AND ADULT EDUCATION

The State's interest in education was not merely confined to regular students. Massive efforts are being made in the field of adult education. This responsibility is considered by the Ministry of Education as a national task borne by all governmental and popular organisations, including the ministries, general organisations and establishments, companies, labour and professional syndicates, societies, businessmen as well as political and popular formations in an over-all national plan.

The Ministry of Education undertakes to provide the necessary books and teachers and technical guidance and training.

Other organs carry out executive measures according to the following bases :

1) Educating illiterate citizens to the level of the fourth primary form.

2) Raising their cultural and social level with a view to :

— Enabling them to positively participate in the edification of the new society.

— Allowing them to contribute to the social and economic development projects.

— Permitting them to play their role in the increase of production.

— Safeguarding the unity and homogeneity of the society.

3) Including the adult education project in the State educational plan to gain the same importance given to other branches of education.

4) Positive and negative incentives to students, stated in the law of adult education.

5) Positive incentives to the teachers and a close follow-up of their constant training.

6) Follow-up of those benefiting from this project so that they may not fall back into illiteracy.

7) Raising the standard of educational performance in the primary schools and expansion of primary education to reach the 100% target for children at that age to eradicate illiteracy at the root.

8) Including vocational and professional literacy programmes in the adult education plan to achieve promotion of work and workers.

EGYPTIAN EDUCATION IN THE WORLD

Egyptian education authorities support the educational movement in the Arab and friendly countries. This is clearly manifested in the following data.

ITEM	Number in 1971/1972	
— Egyptian teachers working in Arab and friendly countries	11,254	
— Egypt's share in educational expenditure abroad . .	L.E. 2,247,000	
— Foreign students enrolled in Egyptian schools :		
● From Arab countries	3,764	4,005
● From Non-Arab countries	57	
● From European countries	63	
● From African countries	101	
● From other countries	12	
— Foreign students on scholarships :		
● From Arab countries	47	
● From Non-Arab countries	116	

HIGHER EDUCATION

The new policy for Higher Education aims at the following :

— Annexing the higher institutes, which are similar to university faculties, to university education while maintaining the specialised and the specific institutes which have no parallel in university education, outside this system. In the meantime such institutes would be consolidated in order to realise the needed scientific, practical and technological targets.

— Post-graduate studies in the four universities were given considerable interest and were also introduced to the higher institutes. It was decided to open this field before the outstanding graduates of the higher institutes so as to provide the largest possible number of them with the chance to carry out post-graduate studies.

Higher Education comprises two basic types :

First : The Universities :

The Higher Council for Universities establishes the general policy of education and scientific research in the universities, orienting this policy in conformity with the needs of the country to facilitate the realisation of the State's national, social, economic, and cultural objectives.

It is necessary, therefore, to follow up the plans and systems of education at all its levels and issue recommendations to develop studies in the universities of the Arab Republic of Egypt which serve the development

plans. It is also necessary to catch up with world scientific development by forming permanent committees, each to undertake the study and development of one sector of university education. There are now committees for the various types of education, engineering, medicine, agriculture and others. In forming these committees it was stipulated that they comprise specialised professors, experts working in industry and services, officials of professional syndicates as well as other persons who must partake in laying down the educational plan and relating it to the requirements of society and the development plan.

The State took steps to strengthen the teaching staff in the universities. This was realised through sending missions abroad for study and consolidating post-graduate studies in the universities. The number of mission and study-leave members who attained higher degrees in the past five years is 723, while 1345 more are still studying abroad, and 22,815 are making post graduate studies in our universities. This trend conforms with the requirements of the comprehensive expansion in uinversity education in the Arab Republic of Egypt where the number of students in the academic year 1970/1971 reached 168,377, distributed among the four universities as follows :

Cairo University 55,151; Alexandria University 45,350 ; Ein Shams University 52,078 ; and Assiut University 15,799.

THE HISTORY OF EGYPT'S UNIVERSITIES

In 1925, the first law for the establishment of the Egyptian University was issued. At that time it compris-

ed the Faculties of Law, Medicine, Arts and Science. This number increased to ten by 1952.

The scientific activity of Cairo University extended to Alexandria in 1938 where three branches for the Faculties of Arts, Law and Science were established and affiliated to the original university (Cairo University). Subsequently these three faculties formed the nucleus of an independent university in Alexandria and the law for its establishment was issued in 1942. Ever since, Alexandria University has been expanding.

In 1950 a decree was issued to establish a second university in Cairo and its nucleus was a number of higher institutes and a branch of the Faculty of Medicine, Cairo University which was established in Abbasseya. This university was later called Ein Shams University.

Assiut University was established by a decree issued in 1949, yet studies in it began only in 1957.

Law No. 102 establishing Al-Azhar University was issued in 1961.

University Faculties and Institutes :

Cairo University comprises the following faculties and institutes :

1) Faculty of Arts.
2) Institute for African Studies.
3) Faculty of Law.
4) Faculty of Economics and Political Sciences.
5) Faculty of Commerce.
6) Faculty of Science.

7) Faculty of Medicine.
8) Higher Institute for Nursing (affiliated to the Faculty of Medicine).
9) Faculty of Dentistry.
10) Faculty of Pharmacy.
11) Faculty of Engineering.
12) Faculty of Agriculture.
13) Faculty of Veterinary Medicine.
14) Dar-El-Olum Faculty.
15) Faculty of Medicine at Mansura.
16) Faculty of Science at Mansura.
17) Teachers' College at Mansura.
18) Institute of Statistical Studies and Researches.
19) Cancer Institute.
20) Information Institute.
21) Institute of Archaeology.
22) Faculty of Pharmacy at Mansura.

Cairo University also has a branch in Khartum (Sudan) established in 1955.

It comprises the Faculties of Arts, Law and Commerce.

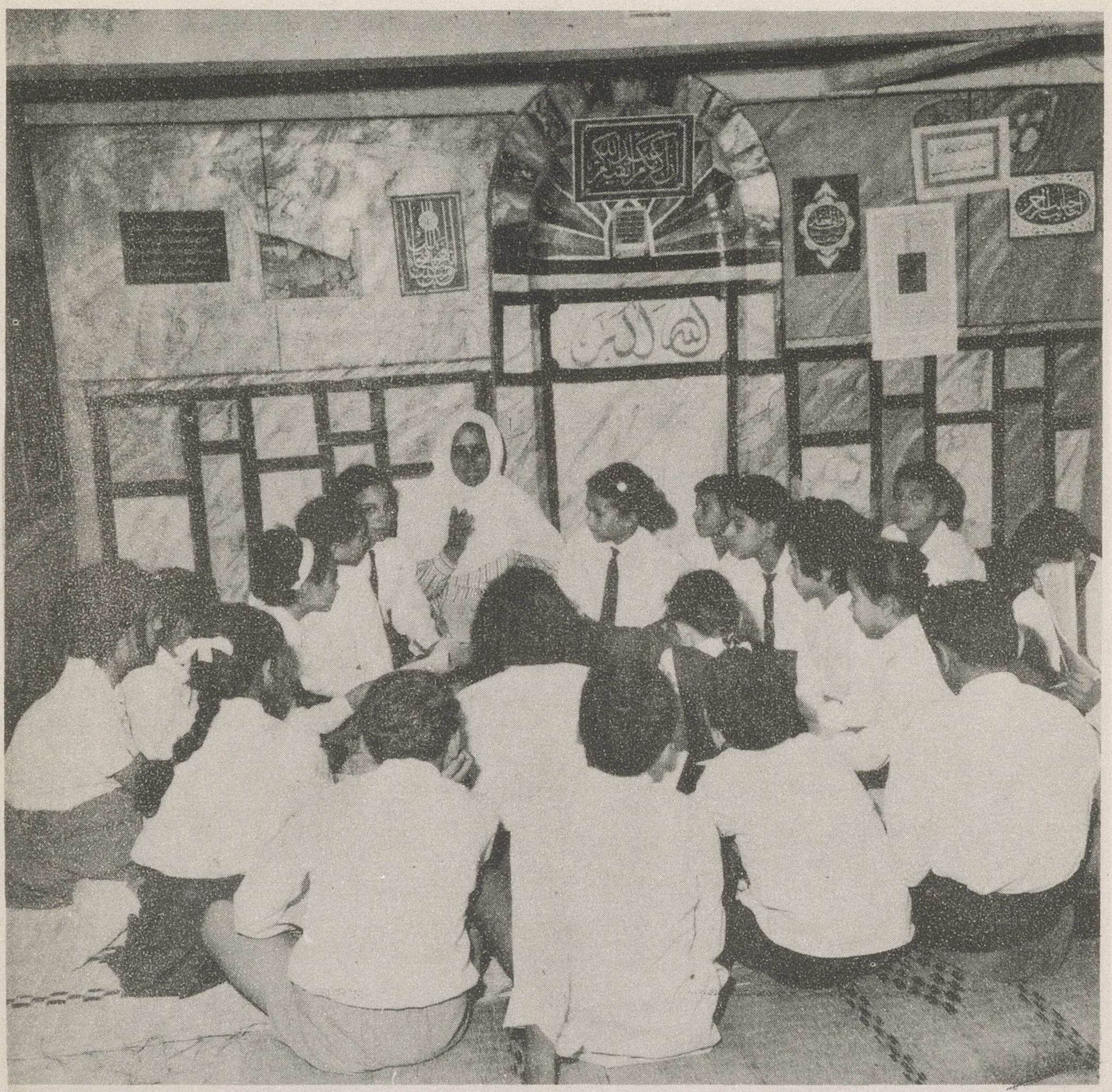
Alexandria University comprises the following faculties and institutes :

1) Faculty of Arts.
2) Faculty of Law.
3) Faculty of Commerce.
4) Faculty of Science.
5) Faculty of Medicine.
6) Higher Institute for Nursing.
7) Faculty of Dentistry.

Cairo University has witnessed great development and expansion in its faculties, institutes and laboratories during the past 20 years.

Equal opportunities have opened the way before all
the citizens to attain their right to education in all stages

Primary stage curricula aim at the upbringing and education of pupils.



In the school mosque, students are taught religious knowledge.

Al Azhar has remained for more than a thousand years the cradle of Islamic and language studies. Today it has become a modern university teaching modern and religious sciences.

Developing skills is one of the aims of education in its different stage.

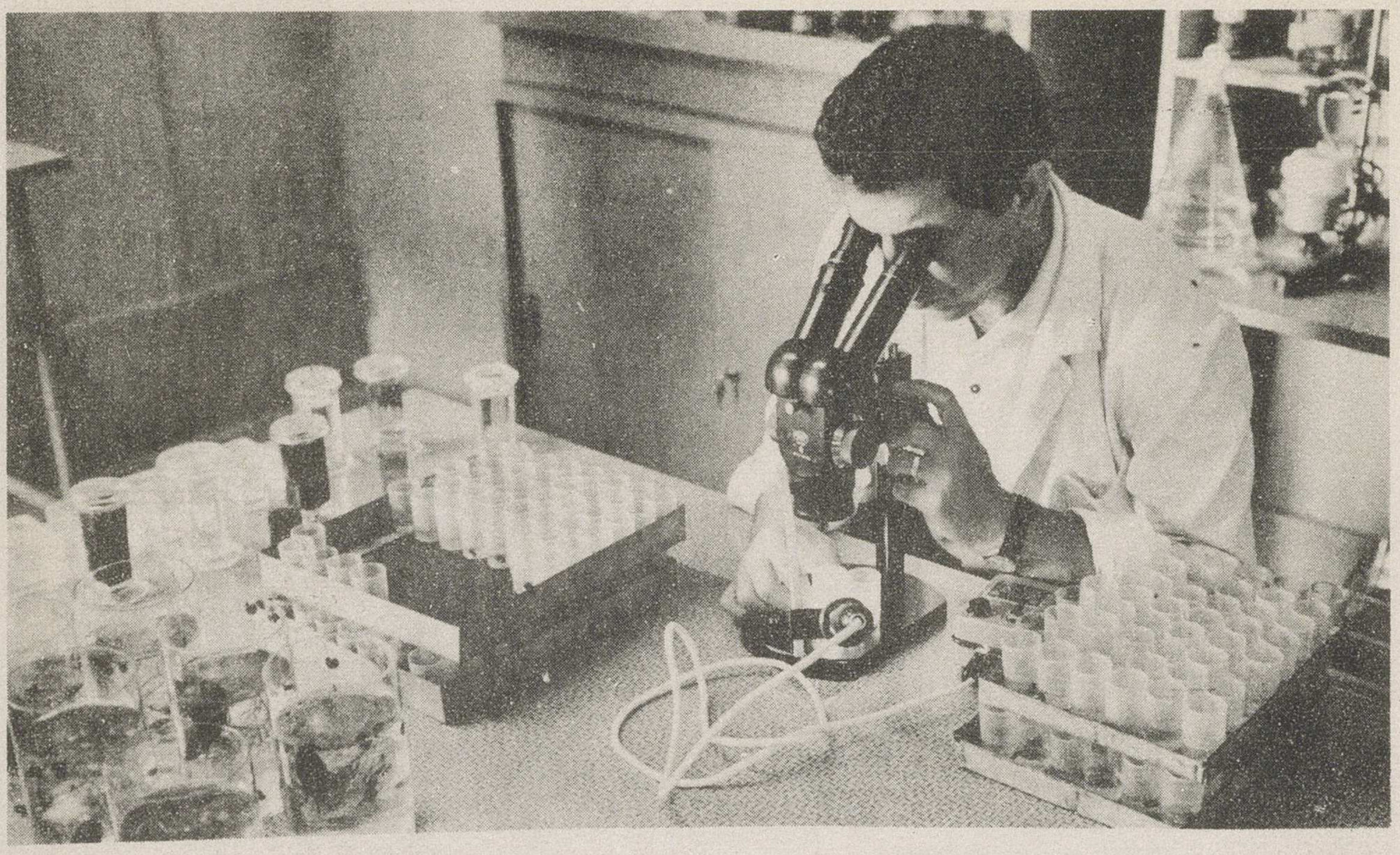
The library of the Institute of Theatrical Arts receives different students and readers.

Practical lesson for students of technical education.

The Languages Colleges uses the most up-to-date scientific apparatuses.

University students at a lecture in human sciences.

A practical lesson for the students of
the Faculty of Agriculture.



Scientific research centres are the basis of building the modern State.

Honouring scientists and artists on Science Day.

Training on the most up-to-date statistics apparatuses.

8) Faculty of Pharmacy.
9) Faculty of Engineering.
10) Faculty of Agriculture.
11) Teachers' College.
12) Faculty of Medicine in Tanta.
13) Faculty of Science in Tanta.
14) Teachers' College in Tanta.
15) Faculty of Agriculture at Kafr El Sheikh.
16) Higher Institute for General Health.

Assiut University comprises the following faculties:

1) Faculty of Commerce.
2) Faculty of Science.
3) Faculty of Medicine.
4) Faculty of Pharmacy.
5) Faculty of Engineering.
6) Faculty of Agriculture.
7) Faculty of Veterinary Medicine.
8) Faculty of Agriculture in Minia.
9) Teachers' College in Minia.
12) Faculty of Arts in Minia.
10) Teachers' College in Suhag.
11) Teachers' College in Kena.

Ein Shams University comprises the following faculties :

1) Faculty of Arts.
2) Faculty of Law.
3) Faculty of Commerce.
4) Faculty of Science.
5) Faculty of Medicine.
6) Faculty of Engineering.
7) Faculty of Agriculture.

8) Girls' College.
9) Teachers' College.
10) Faculty of Agriculture in Zagazig.
11) Faculty of Veterinary Medicine at Zagazig.
12) Faculty of Agriculture in Shebin El Kom.
13) Teachers' Training College in Shebin El Kom.
14) Teachers' Training College in Zagazig.

Each faculty comprises a number of sections which supervise scientific research and post graduate studies.

The policy of each faculty is drawn up and implemented by the Dean and the Faculty Council.

COMPARISON BETWEEN THE NUMBER OF STUDENTS ADMITTED IN THE UNIVERSITIES IN THE YEARS 1967/68 — 1971/72

Faculty	1967/1968	1968/1969	1969/1970	1970/1971	1971/1972
Arts	842	1,389	2,703	3,786	3,990
Law	821	1,359	2,678	3,649	3,912
Commerce	2,386	3,405	5,103	5,718	7,099
Economics and Political Sciences	166	167	190	167	293
Science	680	1,199	1,675	1,882	2,228
Medicine	2,458	2,554	2,868	3,029	3,299
Dentistry	443	274	279	289	337
Pharmacy	721	764	878	919	1,014
Engineering	3,329	3,107	3,254	3,383	3,495
Agriculture	2,059	3,189	5,097	5,327	5,593
Veterinary Medicine	617	452	604	637	732
Girls' College	659	735	935	1,111	1,373
Dar El Olum	782	653	808	794	729
Nursing Institute	397	101	235	172	164
Teachers' College	2,421	2,470	2,923	3,033	4,004
Archaeology Institute	———	———	———	———	339
Total	18,781	21,818	30,230	33,896	38,601

COMPARATIVE FIGURES OF THE NUMBER OF STUDENTS ENROLLED IN UNIVERSITIES IN THE ACADEMIC YEARS 1967/1968 — 1971/1972

Faculty	1967/1968	1968/1969	1969/1970	1970/1971	1971/1972
Arts	13,564	12,098	12,016	13,533	15,144
Law	13,385	12,495	13,475	15,747	16,704
Commerce	21,311	20,729	22,046	24,742	29,098
Economics and Political Sciences	951	931	920	926	1,025
Science	6,171	5,721	5,950	6,762	7,299
Medicine	16,575	17,697	19,053	20,607	21,863
Dentistry	2,377	2,088	2,203	2,319	2,353
Pharmacy	4,117	4,259	4,693	5,051	5,334
Engineering	23,001	22,492	20,568	20,142	20,353
Agriculture	11,199	13,354	19,089	22,389	22,520
Veterinary Medicine	2,905	3,081	3,258	3,530	4,058
Girls' College	2,309	2,639	3,219	3,553	4,407
Dar El Olum	1,739	2,193	2,722	3,085	3,166
Nursing Institute	480	442	587	795	665
Teachers' College	5,691	7,822	9,955	11,641	13,774
Archaeology Institute	———	———	———	———	385
Information Institute	———	———	———	———	229
Total	125,775	128,041	139,754	154,822	168,377

COMPARATIVE FIGURES OF UNIVERSITY GRADUATES IN THE ACADEMIC YEARS 1966/1967 — 1970/1971

Faculty	1966/1967	1967/1968	1968/1969	1969/1970	1970/1971
Arts	3,194	2,986	2,837	2,230	1,950
Law	1,752	1,758	1,944	1,872	1,576
Commerce	4,674	3,855	3,796	3,531	3,100
Economics and Political Sciences	244	242	211	180	211
Science	1,576	1,399	1,582	1,337	960
Medicine	1,117	1,453	1,916	1,695	2,596
Dentistry	133	223	234	232	487
Pharmacy	313	587	479	722	819
Engineering	2,253	3,343	2,436	3,388	3,668
Agriculture	2,849	2,658	2,448	2,873	3,030
Veterinary Medicine	234	230	351	268	470
Girls' College	266	274	278	275	508
Dar El Olum	389	335	376	634	557
Nursing Institute	57	41	26	48	121
Teachers' College	301	538	692	1,565	1,900
Archaeology Institute	———	———	———	———	———
Total	19,352	19,922	19,606	20,850	21,953

Second — The Higher Institutes

Higher education includes the universities and the higher institutes. A system to end the problem of overlapping in higher education was laid down in 1969/1970 which allowed the existence of only the specialised specific institutes necessary to meet the present and future needs of our national economy. This system was applied to the higher commercial and agricultural institutes. The industrial institutes, however, graduate and qualify technicians needed for our growing industrial structure.

Higher education comprises the following institutes:

1) Higher Commercial Institutes.

2) Higher Agricultural Institutes.

3) Higher Industrial Institutes.

4) Fine Arts Colleges and Institutes.

5) Physical Education Colleges.

This year 1971/1972 the higher institutes of the Ministry of Higher Education admitted 11,576 students with an increase of 1,867 over the past year or 19%. The increase was mainly in the Higher Commercial, Agricultural and Industrial Institutes, Technical and Physical Education Institute and the Social Services Colleges.

The number of students admitted into the Higher Agricultural Institute increased in 1968 over 1967/68 but went down sharply in 1969/1970 when most of the Higher Agricultural Institutes were changed into regional Fa-

culties of Agriculture affiliated to the universities. This was done to abolish the problem of overlapping in higher education between higher institutes and university colleges.

The following tables show the number of students admitted into higher institutes in the past few years :

COMPARISON BETWEEN THE NUMBER OF STUDENTS ENROLLED IN THE HIGHER INSTITUTES IN THE PAST FEW YEARS

Institute	66/67	67/68	68/69	69/70	70/71	71/72
Higher Commercial Institutes	6,398	5,892	6,869	7,581	9,101	11,561
Higher Agricultural Institutes	5,885	5,678	7,301	1,660	1,619	2,084
Higher Industrial Institutes	7,427	8,299	9,518	11,496	13,432	15,538
Technical Institutes	958	1,053	995	944	930	1,004
Music Institute	267	365	344	312	306	288
Fine Arts Colleges	1,660	1,911	2,082	2,212	2,392	2,546
Applied Arts College	1,337	1,358	1,338	1,273	1,356	1,382
Institutes of Physical Education and Natural Therapy	3,152	3,354	3,513	3,754	3,873	4,184
Social Services College	771	778	928	1,225	1,532	2,052
Domestic Science College	599	667	740	873	1,032	1,033
Higher School for Languages	572	618	637	603	609	649
Institute for Tourism	———	———	115	119	142	184
Institute for Hotelry	———	———	50	66	90	111
Total	29,026	29,973	34,430	32,118	36,414	42,616

COMPARISON BETWEEN THE NUMBER OF STUDENTS ADMITTED INTO HIGHER INSTITUTES

Institute	66/67	67/68	68/69	69/70	70/71	71/72
Higher Commercial Institutes	722	1.057	2,435	2,694	2,842	3,460
Higher Agricultural Institutes	628	1,252	2,786	464	518	760
Higher Industrial Institutes	1,445	1,916	2,425	3,225	3,304	3,760
Technical Institute	221	259	216	200	189	327
Music Institute	107	101	50	50	57	55
Fine Arts College	422	472	475	379	542	483
Applied Arts College	218	280	255	178	340	328
Institutes of Physical Education and Natural Therapy	955	870	828	934	1,012	1,225
Social Services College	188	191	327	440	406	665
Domestic Science College	151	235	189	282	310	243
Higher School for Languages	114	172	149	129	130	196
Institute for Tourism	———	———	55	65	32	45
Institute for Hotelry	———	———	33	34	27	29
Total	5,171	6,805	10,223	9,074	9,709	11,576

POST-GRADUATE STUDIES

The vast expansion and consolidation oh higher studies in the universities were accompanied by a considerable increase in the number of post-graduate students on scholarships abroad.

This can be clearly seen from the following table showing the increase in the number of postgraduate scholarship students sent in 1971, and the number of those who returned after completing their studies, for the same year.

Specialisation	Postgraduate students abroad		Returning students	
	Scholarship	Study leaves	Scholarship	Study leaves
Mathematical and Physical Sciences ..	1	97	16	24
Chemical and Industrial Sciences	2	53	8	19
Geological and Metallurgical Sciences	1	21	4	5
Industrial and Engineering Sciences	2	219	21	106
Agricultural and Biological Sciences	—	106	22	38
Medical Services and Sciences	—	47	7	23
Commercial and Economic Sciences	—	78	9	24
Humanities	1	157	6	42
Total	7	778	93	281

Educational Services to Arab and Friendly Countries

Thousands of students from various Arab and friendly countries are studying at the Egyptian universities and higher institutes.

In the academic year 1971-1972 the number of undergraduate students was 12,595 of whom 11,781 were Arab students. The number of students registered for post-graduate studies for the same year was 2,483 students of whom 2,239 were Arab students.

The State provides such students with every possible facility. It grants scholarships and financial aid to many of them mainly Palestinian and Jordanian students from the West Bank. Scholarships were granted to 650 students in the academic year 1971-1972. Each student is given L.E. 12 monthly besides, being exempted from scholastic fees.

The Ministry of Education pays their school and book fees and gives them financial aid at the beginning of the academic year.

Post-graduate students whose number attained 115 are each given L.E. 300 annually besides being exempted from scholastic fees.

Of the total number of University and Higher Institute students 72% are exempted from fees and 2,526

Palestinian and Jordanian (West Bank) students enjoy a L.E. 10 monthly scholarship.

The State also contributes in consolidating education in the Arab and friendly countries by seconding teaching staff to their Universities and Higher Institutes. The Egyptian University staff seconded to other nations reached 933 professors in the academic year 1971/1972 representing 25% of the total number of the teaching staff of our universities.

Following is a table showing the university staff seconded to Arab and foreign universities.

University or Country	Number of Staff
Sudan	42
Algeria	61
Morocco	2
Libya	128
Jordan	7
Arab University in Beirut	61
Saudi Arabia	103
Syria	28
Iraq Universities	61
Kuwait	128
Higher Agricultural Institute in Aden	8
Architectural College in Sanàa	14
Ghana	1
Nigeria	7

University or Country	Number of Staff
Congo Brazza	1
Zaire	5
Tanzania	2
Zambia	1
Iran	1
European Universities	5
North and Latin America	20
Canada	7
Under contract Professors	240

There are 711 Egyptian professors working as experts in governments and organisations in different educational, economic and social domains. Besides, 81 Egyptian experts work for the United Nations and its specialised agencies.

Egypt directly participates in the development of higher education in a number of Arab countries. It has established a branch of the Egyptian University in Khartum that started its activity in the academic year 1955-1956 and presently has 37 Egyptian professors on its staff.

The Arab University of Beirut, started its activity in the academic year 1960-1961 and employs 54 professors and receives a grant of L.E. 100.000 from Egypt.

AL-AZHAR UNIVERSITY

Al-Azhar has remained for more than a thousand years the main source of Islamic culture for every part of the world.

It has played a major role in spreading science and religion both in Egypt and the whole Arab and Islamic world.

Al Azhar was established in 970, and was the first university in the world. The Fatimite state transformed it into a religious institution for the education of students from different Islamic countries.

It has regained its real position with the inception of the July Revolution that gave it a great forward push in recognition of the historical role it has played in the national struggle.

Al-Azhar was developed in order to cope with scientific and intellectual progress.

Besides improving the studies in the already established faculties, new ones were set up to teach modern scientific, technical and professional studies besides the classical Islamic sciences.

This development of Al-Azhar took place in application of Law No. 103 issued in 1961.

Al-Azhar University, following its development, comprises the following faculties and higher institutes:

1) Faculty of Islamic Law and Jurisprudence.

2) Faculty of Moslem Theology.

3) Faculty of Arabic Language.
4) Faculty of Dealings and Administration.
5) Girl's Islamic College.
6) Faculty of Medicine.
7) Faculty of Agriculture.
8) Faculty of Engineering.
9) Higher Section for Islamic and Arabic Studies.
10) Institutes of Languages and Translation.
11) Teachers' Faculty.
12) Faculty of Science.

The number of students enrolled at the University increased enormously as a result of its new development. The new statute of the University stated the equality of all Moslem students from the different countries to enjoy free education at its different faculties.

The following table indicates the development in the number of students registered at the different faculties of Al-Azhar University during the last decade.

Faculty	1961/1962	1971/1972
Faculty of Islamic Law and Jurisprudence	1969	3103
Faculty of Moslem Theology	1823	2683
Faculty of Arabic Language	1982	2636
Faculty of Dealings and Administration .	334	3539
Girl's Faculty	——	2225
Higher Section for Islamic and Arabic Studies	——	3562
Faculty of Medicine	——	3139
Faculty of Engineering	——	2273
Faculty of Agriculture	——	2021
Faculty of Science	——	878
Teachers' Faculty	——	769

Al-Azhar University has also given great attention to higher studies.

The number of students registered for M.A. and Ph.D degrees amounted to 1825 students in the academic year 1970/1971.

The activity of the university is not confined to the educational aspect only. It has provided students from all the Islamic countries with all the necessary care and attention. Nasser's City for Islamic Missions Students was established as a residential quarter to house five thousand students. It also provides them with medical care, social, cultural, and sports facilities.

The University City also comprises a mosque, a public library, a private hospital, a movie and a theatre house, along with a large sports stadium.

Egyptian students were allocated 25% of the total places as the residence was mainly established to serve foreign students.

Another residential quarter was built to house 490 girl students and to provide the necessary care for the new students of the Girls' College.

N.B. Sources of Statistics.

— Central Agency for Public Mobilisation and Statistics.
— Ministry of Education.
— Ministry of Higher Education.
— Al-Azhar University.

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